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ABSTRACT

The document contains the annual reports (1983/84 and 1984/85) of the Austin (Texas) Independent School District's gifted and talented program. Major accomplishments of the first year were reorganization with the implementation of the AIM High program at the elementary level and an honors program at the secondary level; design and implementation of a districtwide process to identify elementary gifted students; definition and development of a differentiated elementary curriculum; and an inservice training for all primary grade teachers. Second year achievements included development of the AIM HIGH Mathematics Program, development of 16 new elementary language arts units, and presentation of 32 staff development workshops. Data for the program includes a breakdown of student by ethnicity and grade, gifted classes by subject areas, types of gifted classes, selection procedures, staff development, parental involvement, curriculum development, and evaluation. (DB)

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FINAL REPORT

Project Title: Gifted and Talented Program

Contact Persons: Martin Arocena, Jonathan Curtis

Major Positive Findings:

1. During the 1983-84 school year, the District underwent a major reorganization of its Gifted and Talented Program. At the secondary level, the Secondary Honors Program replaced the former secondary gifted programs; and at the elementary level, the AIM HIGH Program was planned and implemented.

2. The first districtwide process to identify elementary gifted students was designed and implemented.

3. The scope and sequence of a differentiated curriculum for the AIM HIGH Program in language arts was defined. Six curriculum units in language arts for grades 2, 3, and 4 were developed.

4. The Office of Gifted Education organized an inservice training day required for all District teachers in grades K-3. This inservice was attended by 644 teachers. Overall, participants rated the inservice an average of 5.2 on a 7-point scale with 7 being the highest possible rating.

Findings Requiring Action:

1. The student objective proposed by the Office of Gifted Education was not met. More attention to the development and monitoring of objectives contained in the District's proposal to the state is needed. The 1983-84 student objective was:

    - By May 12, 1984, 70% of the students in sample classrooms will receive a rating of 8 or better on a scale of 1 to 10 points on at least 6 of the 7 steps in the independent learning process as well as on the final product as judged by the gifted teacher.

INTRODUCTION

During the 1983-84 school year, the District's Office of Gifted Education implemented the Gifted and Talented Program. Activities conducted included:

- Identification of gifted students,
- Curriculum development,
- Parental involvement,
- Staff development, and
- Evaluation.

This school year, the District took the initial steps to reorganize its Gifted and Talented Program. The design and implementation of the AIM HIGH Program took place. The main purpose of this newly created program is to provide classes for students whose abilities are such that the regular curriculum is insufficient to develop their full potential. The AIM HIGH Program will be implemented districtwide at the elementary level.

Another part of the reorganization of the Gifted and Talented Program was the formation of the Secondary Honors Program. Many of the programs previously implemented as secondary gifted programs are now honors classes.

The purpose of this report is to present a description of the characteristics of the Gifted and Talented Program and present a summary of the major evaluation findings for the 1983-84 school year. The findings will be presented by program component. Descriptions of the instruments used and procedures followed for the evaluation of the Program are reported in the technical report entitled Systemwide Evaluation: Special Populations, Volume II, Appendix G, Publication No. 83.31.

DESCRIPTION OF THE PROGRAM

HOW MANY STUDENTS WERE SERVED BY THE GIFTED AND TALENTED PROGRAM?

The results obtained from the census of the Gifted and Talented Program show that 1,474 students participated in the program during the 1983-84 school year. Figure 1 shows the number by grade and ethnicity.

	AMERICAN INDIAN	ASIAN	BLACK	HISPANIC	ANGLO/ OTHER	TOTAL
K	0	1	0	0	9	10
1	0	2	4	5	41	52
2	0	1	8	11	87	107
3	0	2	22	19	162	205
4	0	7	21	37	163	228
5	1	14	80	93	277	465
6	0	13	45	67	246	371
9	0	0	0	0	1	1
10	0	3	0	2	7	12
11	0	2	0	3	6	11
12	0	0	0	3	9	12
TOTAL	1 (0.1%)	45 (3.1%)	180 (12.2%)	240 (16.3%)	1008 (68.3%)	1474 (100.0%)

Figure 1. COUNT OF STUDENTS PARTICIPATING IN GIFTED AND TALENTED CLASSES BY GRADE AND ETHNICITY, 1983-84.

HOW MANY GIFTED CLASSES WERE THERE, AND IN WHAT SUBJECTS?

During the 1983-84 school year, there were 111 gifted classes. Almost all of the classes (98%, 109 of 111) were held at the elementary level. However, there were two gifted classes at the senior high school level. Both of these classes taught foreign languages, Latin at McCallum High and French at Crockett High.

Figure 2 shows the number of classes taught by subject and grade level. Science is the subject with the largest number of classes. These classes were taught by two itinerant teachers associated with the Office of Gifted Education. This year there were eight classes of computer literacy taught by an itinerant teacher at four elementary schools. The other two computer literacy classes were taught by teachers from two schools, Becker and Oak Hill.

SUBJECT/GRADE LEVEL	K	1-3	4-6	9-12	TOTAL
1. Language Arts	0	4	18	0	22
2. Math	0	4	3	0	7
3. Social Studies	0	0	0	0	0
4. Art	0	0	17	0	17
5. Foreign Languages	0	0	1	2	3
6. Computer Literacy	0	0	10	0	10
7. Music	0	7	15	0	22
8. Science	1	11	12	0	24
9. High-Level Thinking	0	0	2	0	2
10. Future Problem Solving	0	2	0	0	2
11. Independent Studies	0	2	0	0	2
TOTAL	1	30	78	2	111

Figure 2. NUMBER OF GIFTED CLASSES BY SUBJECT AND GRADE LEVEL, 1983-84.

WHAT WERE THE MOST FREQUENT TYPES OF GIFTED CLASSES?

Participating teachers of gifted classes were asked to describe the type of their gifted class. Type of class refers to the administration method and procedures to organize the delivery of instructional strategies. The census of the Gifted and Talented Program included five categories of class type and teachers were asked to select the description of the type that best described their program. The categories were:

- cluster grouping,
- self-contained class,
- special-day class,
- resource class, and
- team/grade level.

The types of classes reported by the gifted teachers varied, but the categories "resource" and "team/grade level" were the most frequently reported with 32% (36 of 111) and 30% (33 of 111) respectively. The term "resource" identifies the type of class where an instructor instructs different groups of students in a designated subject area during a specific block of time. All the classes taught by the itinerant teachers were classified under this category. The team/grade level type of program was classes in which one designated teacher drew gifted students from other team/grade level teachers during a specific block of time and dispersed her regular students to other team members.

On the average, elementary gifted classes met 2.3 times per week and for an average of 134.4 minutes per week.

SELECTION PROCEDURES

HOW WERE STUDENTS SELECTED TO PARTICIPATE IN THE GIFTED CLASSES?

During the 1983-84 school year the District used gifted identification criteria established independently for each program. However, flexibility in the establishment of selection criteria was restricted by the District and State guidelines. Every program on their Program Plan was required to define a selection procedure which included at least three objective criteria.

HOW WILL STUDENTS BE SELECTED TO PARTICIPATE IN THE AIM HIGH PROGRAM?

One of the major accomplishments of the District's Office of Gifted Education was the design of a districtwide procedure for the identification of gifted students who would participate in the AIM HIGH Program. AIM HIGH is a language arts program for gifted students in grades K-6. The newly developed identification procedure defines what data collection instruments and parameters are to be used for screening and selection of the gifted students. The process also includes school committees to oversee the selection and exiting procedures of students.

The procedure adopted is described in the Manual for the Identification of Students for the AIM HIGH Program published by the Office of Gifted Education.

Two of the highlights of the newly developed selection process are:

- It is a districtwide, standard procedure.
- After students are identified as gifted in one school, they are recognized as such in all the schools of the District.

STAFF DEVELOPMENT

The District's Office of Gifted Education organized an inservice training day required for all District teachers in grades K through 3. The activities of the inservice were:

- presentation of the main strategies used to teach gifted students (i.e., brainstorming, high-level thinking questions, etc.),
- discussion of curriculum differentiation, and
- training in the administration and scoring of a test of creativity.

The inservice training day was attended by approximately 644 teachers. Overall, participants rated the workshop with an average rating of 5.2 points on a scale of seven points where seven was the optimum value of the scale. The rating suggests that in general teachers were satisfied with the inservice.

According to the Coordinator of the Office of Gifted Education, other staff development activities consisted of presentations on training teachers to use the newly developed identification procedures and increase their awareness of the AIM HIGH Program. These were presented at all 61 elementary schools during faculty meetings.

PARENTAL INVOLVEMENT

There were seven workshops held for parents of gifted students. The workshops were in areas of parents' concerns. There were four workshops conducted by specialists in the areas of psychology and gifted education. Attendance at the workshops varied from eight to 135 parents. The guest speakers and their topics were:

- Parenting the Gifted Adolescent by Dr. Carl Pickhardt,
- Discipline and the Gifted Child by Dr. William Davidson,
- Communicating With Your Gifted Child by Mr. Paul de Mesquito, and
- Stress and the Gifted Child by Dr. Gary Weibly.

CURRICULUM DEVELOPMENT

The plans to implement the AIM HIGH Program next year required extensive preparation. A committee formed by District staff made recommendations on the scope and sequence of the curriculum for the AIM HIGH Program in language arts. The staff of the Office of Gifted Education completed six curriculum units for second, third, and fourth grades.

The staff of the Office of Gifted Education also completed several other projects. A book called Nurturing Creativity in Young Children was written, printed, and distributed to kindergarten teachers. The Independent Study Kit was revised and will be distributed in August, 1984. Finally, the set of high-level thinking cards to accompany the fifth- and sixth-grade basal readers was completed and sent to all teachers at those grades.

EVALUATION

WHAT WAS THE STUDENT OBJECTIVE SET FOR THIS YEAR?

There was one student objective stated in the 1983 proposal submitted to the Texas Education Agency by the District. The objective was:

- By May 12, 1984, 70% of the students in sample classrooms will receive a rating of eight or better on a scale of 1 to 10 points on at least six of the seven steps in the independent learning process as well as on the final product as judged by the gifted teacher.

This objective was stated for grades 4-6, 7-8, and 9-12. However, there were no gifted classes identified at the junior high school level. The two gifted classes at the high school level taught foreign languages and did not implement independent studies projects. Therefore, the student objective was evaluated at the elementary level only.

WAS THE OBJECTIVE MET?

Students from classrooms where the Independent Study Kit was used to conduct independent study projects were evaluated by the directing teachers using a form designed by the Office of Research and Evaluation in cooperation with staff from the Office of Gifted Education. The form follows the organization of the Independent Study Kit, a set of instructional materials developed by the Office of Gifted Education.

The Independent Evaluation Form included a 10-point scale to evaluate each of the eight steps. Teachers were asked to evaluate each student individually.

There were 22 completed forms returned for students in grades 4-6 from four teachers of language arts classes. The ratings obtained for the 22 students on item 8, overall evaluation of the project, was 7.14. Excellence on this scale was indicated by a rating of 10 points. Furthermore, the ratings for each item show that the percentage of students whose ratings were eight or higher on at least six of the items evaluated is 31.8% (7 of 22). Therefore, the student objective as defined was not met.

WAS THE STUDENT OBJECTIVE APPROPRIATE?

The student objective seems to have been defined inappropriately for two reasons. First, the objective was written before the changes in the Gifted and Talented Program were decided upon during the 1983-84 school year. Therefore, they do not reflect an area where the Office of Gifted Education focused attention.

Furthermore, the objective stated was evaluated by teachers directing independent studies projects. The subjectivity involved in this type of evaluation did not allow the opportunity to assess students' academic progress objectively.

Therefore, it is recommended that during planning of the activities for the forthcoming year, special attention be given to setting objectives that will allow the assessment of student academic progress by means of objective as well as subjective procedures.

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The evaluation plan for the 1983-84 Gifted and Talented Program is included along with all other ORE 1983-84 plans. It includes the decision and research questions addressed, the sources of information, and an identification of the instruments to collect data.

Ligon, G., et. al. Systemwide Evaluation: 1983-84 Technical Report Vol II: Special Populations. Austin, Texas. Office of Research and Evaluation (Pub. No. 83.31), Austin Independent School District, June 1984.

The technical report includes a description of each instrument used to collect data, a statement of the purpose for each activity, the procedures followed to collect data, and the results obtained for the evaluation of the Gifted and Talented Program.

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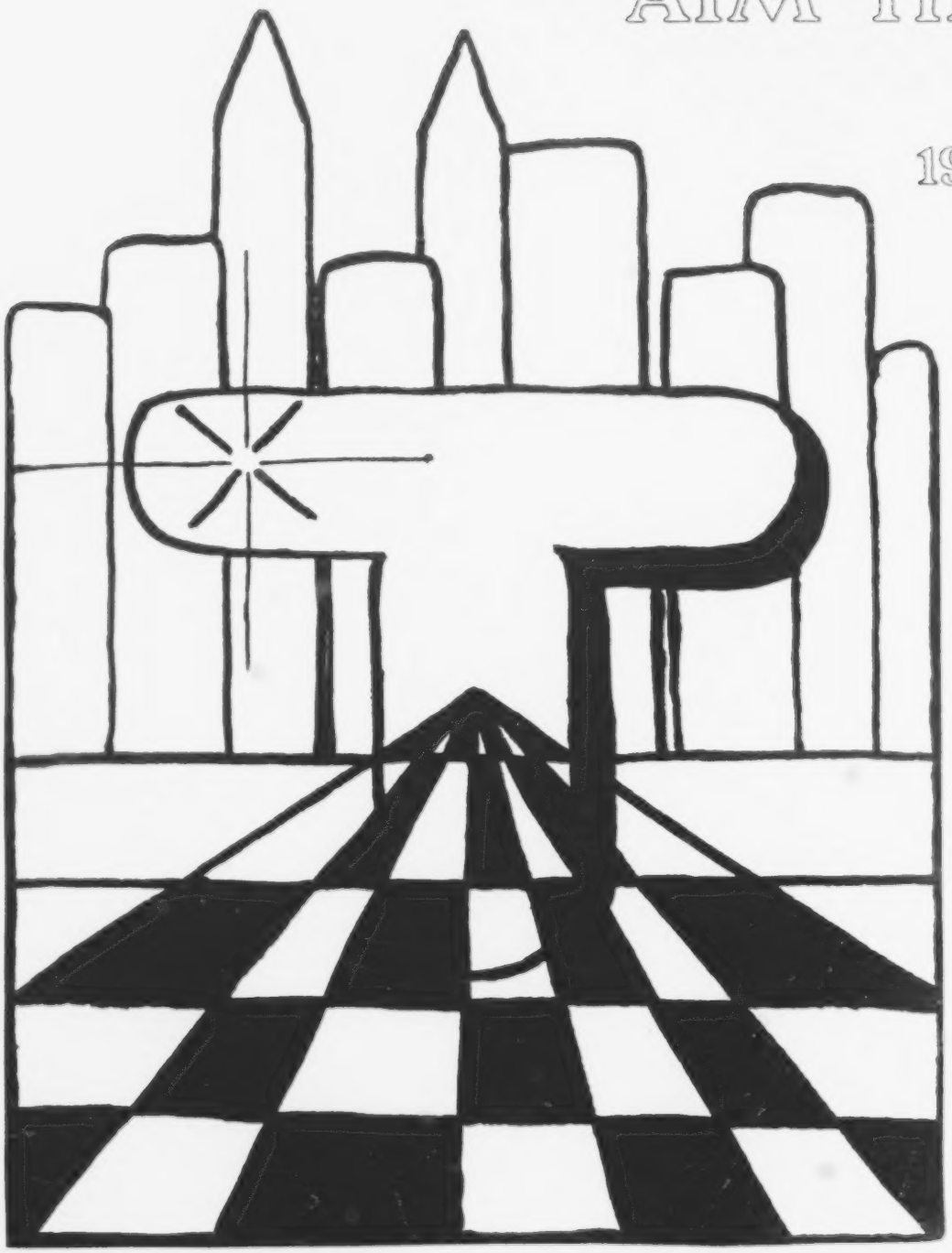
Publication Number 83.63

AISD's Gifted and Talented Program

AIM HIGH!

1984-85



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AIM HIGH!: AISD'S GIFTED AND TALENTED PROGRAM

EXECUTIVE SUMMARY

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OTHER CONTACT PERSON: Jonathan J. Curtis

MAJOR POSITIVE FINDINGS

1. During the 1984-85 school year, the Office of Gifted Education implemented its AIM High Language Arts Program in each of the District's 60 elementary schools.

2. The identification process for the AIM High Mathematics Program was defined and implemented. Curriculum writers have been hired to design units for the program pilot which is scheduled for the fall of 1985.

3. A total of 16 new language arts units were developed and disseminated to teachers of kindergarten through sixth grade.

4. The Office of Gifted Education sponsored 32 staff development workshops that addressed seven topics of concern to AIM High teachers. A total of 1221 teachers attended these workshops.

MAJOR FINDINGS REQUIRING ACTION

1. The student objective submitted to the Texas Education Agency by the Office of Gifted Education was not met because teachers rated student performance on research projects below the objective level targeted by AIM High. Emphasis needs to be placed on communicating the purpose and content of the objective to teachers and students.

2. Even though new methods for informing parents about the Program were explored and five meetings for parents were offered, as in years past, lack of communication was the chief criticism issued by parents. Individual schools need to make more of an effort to inform and educate parents as to the Program's structure and goals.

FINAL REPORT

AIM HIGH!: AISD'S GIFTED AND TALENTED PROGRAM

In the fall of 1984, the District's Office of Gifted Education entered the second year of a five-year plan to reorganize the Gifted and Talented Program. The two primary goals reflect an acknowledged need for continuity from grade-to-grade and school-to-school in each of the basic subject areas (language arts, mathematics, science, and social studies) and the need for a uniform and effective procedure to identify gifted and talented students. These two primary goals involved:

- Implementing the AIM High Language Arts Program at all elementary schools in AISD, and
- Designing a curriculum and identification process for a pilot of the AIM High Mathematics Program.

The title of these new gifted programs, AIM High, refers to the characteristics sought in gifted students (Ability, Interest, and Motivation). The overall purpose of the program is to provide a more challenging and stimulating school experience for these students.

This report presents a description of the activities initiated by the Gifted and Talented Program and a summary of the major evaluation findings for the 1984-85 school year. The following components are addressed:

- Program Description,
- AIM High Mathematics Program,
- Language Arts Curriculum,
- Parental Involvement,
- Staff Development, and
- Evaluation.

Complete descriptions of the evaluation instruments and procedures are reported in the technical report entitled Gifted and Talented Program: 1984-85 Final Technical Report, Publication No. 84.64.

PROGRAM DESCRIPTION

HOW MANY STUDENTS WERE SERVED BY THE GIFTED AND TALENTED PROGRAM?

A comprehensive accounting of the students served by the Gifted and Talented Program was not available this year because a number of teachers did not turn in the requested information on their students. Figures projected by the Office of Gifted Education included the estimated number of students in the classes for which the data was unreported. While the total enrollment of 4004 students was estimated, complete data were collected on only 3202 students in the Aim High Language Arts Program. Adjunct programs (art enrichment, Young Composers, symphony, science program, mathematics, computer literacy, and journalism) enrolled 947 third through sixth graders. Attendance records for the Science Futures Symposium included 147 secondary students. An undetermined number of children participated in the informal kindergarten program. Junior and senior high students in honors and advanced placement classes were also served by the Gifted and Talented Program through the allocation of five $1,000.00 departmental grants that were spent at the discretion of individual instructional coordinators.

GRADE	AMERICAN INDIAN	ASIAN	BLACK	HISPANIC	ANGLO/ OTHER	TOTAL
1	1	13	42	56	348	460
2	2	16	52	89	477	636
3	1	3	57	61	380	502
4	1	10	31	81	445	568
5	1	14	30	53	401	499
6	2	18	40	61	416	537
TOTAL	8	74	252	401	2467	3202
	(0.3%)	(2.3%)	(7.9%)	(12.5%)	(77.0%)	(100%)

Figure 1. COUNT OF STUDENTS PARTICIPATING IN AIM HIGH LANGUAGE ARTS CLASSES BY GRADE AND ETHNICITY, 1984-85.

HOW WERE THE GIFTED AND TALENTED CLASSES ORGANIZED AND HOW OFTEN DID THEY MEET?

Five major categories of classes can be identified according to administration, organization, and instructional delivery methods. A survey of teachers participating in the Gifted and Talented Program included tne following list of types of classes:

SELF-CONTAINED CLASS: Identified gifted and talented (G/T) students meet with one teacher all day, all week.

CLUSTER GROUPING: Each teacher accomodates G/T students within the regular classroom.

RESOURCE CLASS: G/T teachers instruct different groups of identified G/T students all day in designated subject areas.

TEAM/GRADE LEVEL: Designated teachers draw G/T students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

SPECIAL DAY CLASS: Support personnel, e.g., counselors, librarians, etc., teach G/T students all day or half a day once a week.

Teachers were asked to identify which classification best described their G/T classes. The category "team/grade level" was the most commonly reported with 69.3% (70 of 101). "Cluster grouping" and "self-contained" classes were the second and third most frequent with 15.8% (16 of 101) and 8.9% (9 of 101) respectively. Only 4.6% (5 of 101) reported teaching "special day" classes and 1% (1 of 101) reported teaching a "resource" class (see Figure 2.).

The same survey question was asked of teachers for the evaluation of the Gifted and Talented Program in 1983-84. There was a notable change in the proportions of class types between the two school years. **Because the Program was expanded for the first time to all 60 of the District's elementary schools in 1984-85, the percentage of classes taught by itinerant teachers (resource class) dropped and the number of classes taught by designated teachers (team/grade level) greatly increased.** For a comparison of the distribution of the two years' class types, see Figure 2.

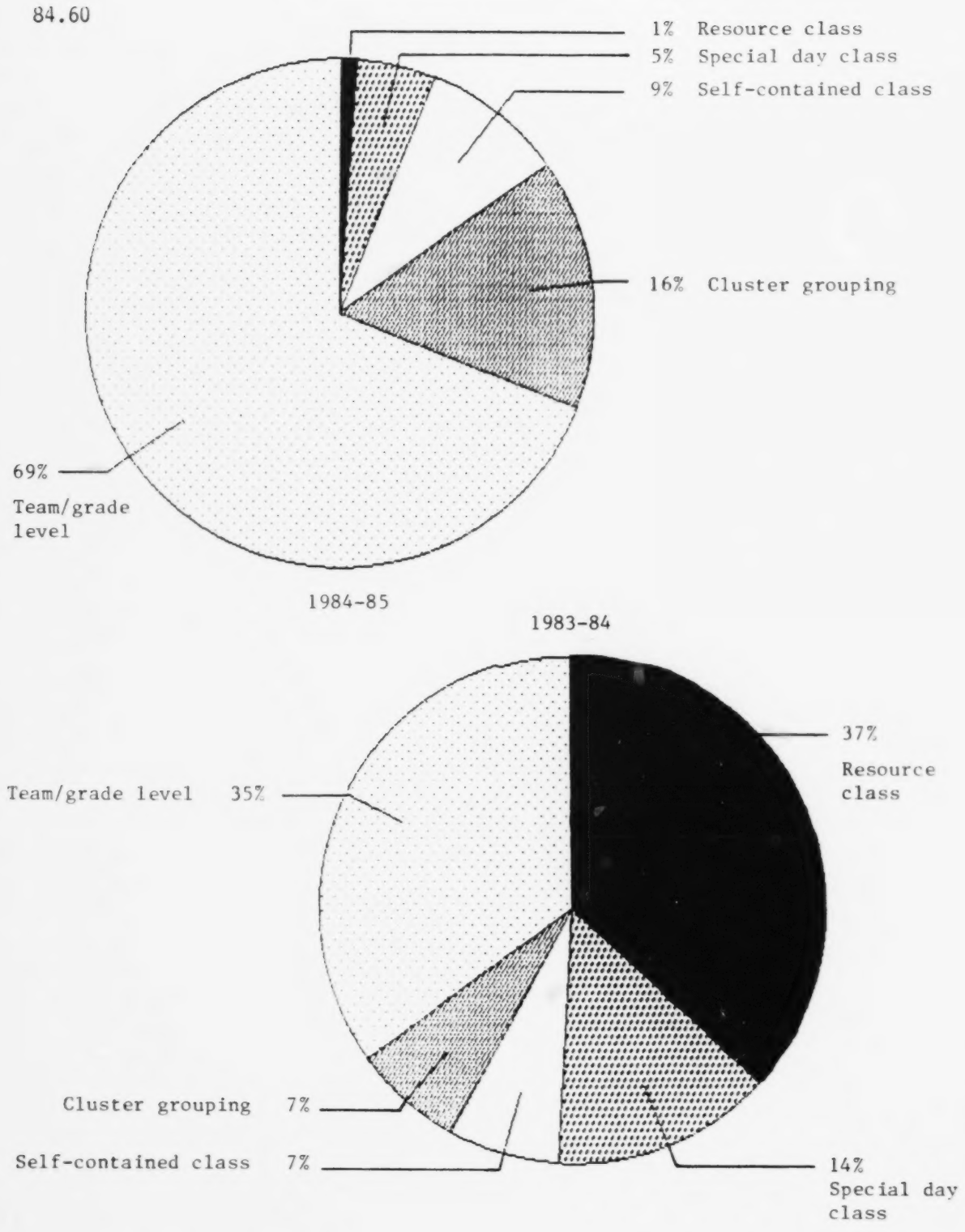

Figure 2. DISTRIBUTION OF GIFTED AND TALENTED CLASSES BY TYPE.

AIM HIGH MATHEMATICS PROGRAM

The AIM High Mathematics Program is designed to stimulate and challenge elementary students of high mathematics ability, interest, and motivation for whom the standard curriculum is inappropriate or insufficient. The Program follows the essential elements of the District's newly adopted text, Mathematics Today (Harcourt, Brace, Jovanovich), but differs in its presentation. During the summer of 1985, stipends are being paid to curriculum writers who are creating units suitable for the needs and abilities of G/T mathematics students. According to the description in the AIM High Program Manual, students will "solve complicated problems; apply logic to deduce proofs and find unknowns; create functions to define geometric shapes; use math knowledge to solve interdisciplinary problems; and work independently."

Students were tested and selected in the spring of 1985 **to participate in** the 1985-86 **pilot** of the **math program.** The selection matrix includes:

- achievement test scores,
- mathematics behaviors checklist,
- student interest survey,
- student performance history, and
- Developing Cognitive Abilities Test (DCAT).

This selection procedure is fully described in the AIM High Program Manual.

LANGUAGE ARTS CURRICULUM

The staff of the **Office of Gifted Education developed sixteen new language arts units.** One of the units designated for kindergarten is equally appropriate for first grade, and teachers indicated in a survey that they used the materials from various grade levels to stimulate ideas for activities and themes at their own students' grade level. While a few respondents expressed the belief that the model units were occasionally "too elementary," most teachers praised the creativity and variety of the new curricula.

Three of the units (Future Think, Communication, and Aging) were analyzed by a staff member from the Office of Research and Evaluation to verify that each contained activities or objectives that require high-level thinking skills, affective skills, independent research skills, and area concepts. The following is a complete list of the curricula written and distributed during the 1984-85 school year:

Grade Level	Curriculum Unit Title
K	• Nurturing Creativity in Young Children • Bear Essentials
1	• Creatures We've Never Seen • Asking Questions - Finding Answers
2	• Future Think • Pandora's Box • Wonder of Words
3	• Fact, Fantasy, Folklore • V.I.P. • Adaptable Creature
4	• Communication • Archaeology
5	• Castles • The Culture Club
6	• Aging • Robotics

In the aforementioned survey, teachers indicated whether they utilized available units and, if so, which ones they had selected. Of 101 responses, 1 (1%) did not choose to make use of any of the units; 100 (99%) used at least one; 85 (84%) used at least two and eighteen (18%) used three or more. Responses showed that all units were equally favored.

PARENTAL INVOLVEMENT

The **most frequent criticism parents make** of the AIM High Program regards their **lack of information about the Program.** The formation of a Parent Advisory Council was intended to combat this problem. They experimented with several methods of communication, including bulletins and articles in the "Neighbor" section of the Austin American-Statesman and announcements on a local cable television network. The Council suggested that a teacher from each school be named as a contact person for parents seeking information about the Program or its activities. Council members also volunteered to speak to other school, parent, and community groups in an effort to disseminate information about AIM High.

Five meetings for parents addressed concerns and issues involving gifted and talented children. Speakers included a psychologist, a leadership consultant, an educator, an expert on the stresses of gifted young people, several writers, and representatives of special summer schools and activity centers. Attendance records show that a combined total of about 1250 parents attended the meetings, with a high of 400 and a low of 100 parents in attendance at the meetings.

STAFF DEVELOPMENT

A total of 32 staff development workshops were offered to AIM High teachers during the 1984-85 school year This list of the seven general topics presented includes the combined attendance counts in parentheses.

- AIM High overview (391)
- problem solving (230)
- creative and critical thinking (155)
- AIM High and basic skills (142)
- independent study (76)
- writing (178)
- literature (49)

Overall, participants rated the workshops at an average of 4.3 on a scale of 5.0 points, where 5.0 was the maximum positive value.

EVALUATION

WHAT WERE THE STUDENT OBJECTIVES SET FOR THIS YEAR?

The student objectives submitted in the District's funding proposal to the Texas Education Agency reflected the AIM High Language Arts Program's goal of teaching students "to access information from a variety of sources, to organize and interpret information, and to present their research findings with clarity and accuracy." To this end, the following three objectives were establisned.

- By April 30, 1985, 75% of the second-grade AIM High students in sample classrooms will demonstrate their ability to plan and complete a research project by scoring an average of 5.5 points or above on a 7-point scale as judged by the teacher.

- By April 30, 1985, after studying a unit on communication, 75% of AIM High students in sample fourth-grade classrooms will be able to plan and complete a research project by scoring an average of 5.5 on a 7-point scale as judged by the teacher.

- By April 30, 1985, 75% of the sixth-grade AIM High students in sample classrooms will demonstrate their ability to plan and complete a research project by scoring an average of 5.5 points or above on a 7-point scale as judged by the teacher.

WERE THESE OBJECTIVES MET?

Directing teachers at the specified grade levels evaluated the performance of students who completed research projects. The rating forms used were designed by the Office of Research and Evaluation with the approval of staff in the Office of Gifted Education. Each of six identified steps in the research process was rated on a scale of 1.0 to 7.0, with 7.0 as the highest attainable score.

From the 13 teachers who returned Research Project Evaluation Forms, individual scores were obtained for 38 second graders, 46 fourth graders, and 26 sixth graders. The average was 5.0 at grade 2, 4.5 at grade 4, and 4.5 at grade 6. The percentage of students scoring 5.5 or higher was 45% (17 of 38) for second grade, 24% (11 of 46) for fourth grade, and 35% (9 of 26) for sixth grade. The stated **objective**, therefore, **was not met.**

GRADE LEVEL	NUMBER OF STUDENTS	AVERAGE SCORE	% OVER 5.5
2	38	5.0	45%
4	46	4.5	24%
6	26	4.5	35%

Figure 3. ACHIEVEMENT ON STUDENT OBJECTIVES

While the percentage of students attaining the desired score fell short of the Gifted and Talented Program's expectations, it should be noted that the improvement in participation compared to last year's student objective was marked. For the 1983-84 evaluation, scores were available for only 22 students, as opposed to 110 in 1984-85.

WAS THE STUDENT OBJECTIVE APPROPRIATE?

The student objective itself seems to have been appropriate. The problem rests instead with an apparent gap in communication between teachers and the Office of Gifted Education. It is important that:

- early in the school year, all teachers whose classes are affected be made aware of the nature and importance of the established student objectives, and
- teachers understand the equivalent values of the rankings on the evaluation forms. (For example, a student who receives an "A" on a research project should score higher than a 4.0 or 5.0 on a scale of 1.0 to 7.0.

In addition, some type of objective evaluation of student academic progress is needed. Reducing the subjectivity of this process would enhance its reliability and usefulness.

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This technical report describes the instruments and procedures used to collect data in the evaluation of the Gifted and Talented Program. It also states the purpose of each activity and the results found.

Sanders, B., et al. AIM HIGH PROGRAM MANUAL. Austin, Tx.: Office of Gifted Education, Austin Independent School District.

This manual describes the AIM High Program for gifted and talented students. In addition to general descriptive information it specifies the procedures followed in identification of students who are eligible to participate in the AIM High Program.

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Publication Number 84.60

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